

## Unit Missions

### FE Mission Statement

#### **Mission statement**

**Program Mission:** The primary mission of the Office of Field Experiences is to provide a high quality field experience program for teacher education candidates and other future practitioners prior to and during internship. Field experiences and internships are considered by many to be the most important phases of professional preparation. Engaging in field experiences allows the prospective teacher/practitioner to apply and test the principles, theories, and methods learned throughout the various programs. A second mission of the Office of Field Experiences is to provide information and support regarding licensure to teacher education candidates, graduates, public school personnel, faculty, and the public and university community. For most endorsements and graduate programs as well as licensure in other states, institutional recommendation is provided based on completion of state-approved and NCATE accredited programs.

#### **Related Items**

There are no related items.

**User Outcomes**

**FE 01: UO Field experiences and internship placements**

**Start:** 7/1/2012

**End:** 6/30/2013

**User Outcome**

Field experiences and internship placements will be provided for all teacher education candidates.

**Data Collection (Evidence)**

An exit survey is given to all student teachers/interns at the conclusion of the internship semester by use of Task Stream, the College of Education and Human Sciences' electronic database. Questions 12 – 15 relate directly to the Office of Field Experiences. Reports on the exit surveys are run and distributed to various program coordinators. The data from these questions are then analyzed by the Director of Field Experiences at the end of each semester.

**Results of Evaluation**

**Instructions:** Rate the following survey items on a scale of 1 to 5. 5 indicates very good and 1 indicates very poor.

**Survey items:**

12. Rate your overall internship experience.

13. Rate your overall internship placement.

14. Rate your support from your DSU supervisor.

15. Rate your support from your cooperating teacher.

**Spring 2012 = 59 interns**

	Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
<b>Question 12.</b>	59.32%	32.20%	5.08%	3.39%	0%
<b>Question 13.</b>	72.88%	16.95%	10.17%	0%	0%
<b>Question 14.</b>	81.36%	13.56%	1.69%	3.39%	0%
<b>Question 15.</b>	74.58%	8.47%	13.56%	1.69%	1.69%

**Fall 2012 = 46 interns**

	Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
<b>Question 12.</b>	65.22%	23.91%	8.70%	2.17%	0%
<b>Question 13.</b>	71.74%	13.04%	15.22%	0%	0%
<b>Question 14.</b>	69.57%	21.74%	6.52%	0%	2.17%
<b>Question 15.</b>	78.26%	10.87%	6.52%	4.35%	0%

**Use of Results and Recommendations**

Ratings indicate that overall candidates were very satisfied with placements and their overall internship experience. A very small percentage (2%) was not satisfied with their support from their DSU supervisor and another small percentage (1%) was not satisfied with support from cooperating teachers. In cases of such small percentages, dissatisfaction is generally due to personality conflicts. Relationships and responsibilities of supervisors and cooperating teachers continue to be an emphasis for supervisor and cooperating teacher trainings held each semester.

Each semester, the Director of Field Experiences will continue to monitor placements and will adjust the list of placements for the future as needed. It is noted, as well, though, that occasionally a placement is not working simply due to a personality clash between candidates and cooperating teachers and/or supervisors. Also, candidates do not always receive the exact placement that they want due to specific qualifications of cooperating teachers. Sometimes a particular school may not have a cooperating teacher that meets the criteria in a specific subject area.

**Related Items**

There are no related items.

## Unit Goals



### FE 2013\_01: Field Experiences Database

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

To continue to refine field experiences database which now includes a candidate checklist to monitor diversity within experiences and to ensure continued collaboration with P-12 school partners and clinical faculty by meeting with program coordinators, supervisors, methods course faculty, and clinical faculty at least once each semester.

#### Evaluation Procedures

Use checklist to evaluate the types of diversity candidates are experiencing during field experiences for NCATE reporting purposes. NCATE requires that candidates have experiences with at least two different ethnic groups, students with different socioeconomic status, English language learners, and students with exceptionalities. Examine minutes and agendas from meetings with educational partners.

#### Actual Results of Evaluation

The chart has been completed as a summary of diversity within field experiences. Undergraduate field experiences contain enough diverse settings to meet NCATE requirements. As graduate candidates complete many of their field experiences in their own schools in which they are teaching, some of the candidates are not getting enough experiences with diverse candidates. The checklist review revealed that graduate candidates need more experiences with different ethnic groups as some candidates are in settings that are primarily African American or primarily Caucasian. The review also showed that candidates need more experiences with English Language Learners.

#### Use of Evaluation Results

Collaborative partners list has been expanded to include further quality schools. Candidates will continue to be placed in quality partnership schools for field experiences.

The report on diversity is being used within the Institutional Report for NCATE. Program coordinators have submitted proposals to NCATE coordinators with plans to include additional diverse activities and field experiences for candidates who emerged in the chart as not having enough diverse experiences in particular settings particularly for experiences with English Language Learners and more than one ethnic group.

It should be noted as well that the checklist was found to be too complex. It is being revised to better portray the experiences that candidates are having.

#### Related Items

 [SP1.Ind04: Job placement](#)

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP5.Ind06: Community Outreach](#)

 [SP5: Improve the quality of life for all constituents](#)



### FE 2013\_02: Monitoring of elementary and secondary teacher education programs

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

To continue to monitor field experiences, subject content preparation, differentiation of instruction, classroom management, recruitment and retention, strong partnerships, and accountability for elementary education and secondary education programs (continuation goal)

#### Evaluation Procedures

Examine methods course syllabi, agendas and minutes from faculty meetings, Teacher Education Council, and candidate evaluations. Conduct focus groups of candidates and educational partners. Examine agendas and minutes from partner meetings. Conduct survey of focus group participants regarding teacher education program. Review field experience request forms and candidate, faculty, and clinical faculty formal and informal evaluations.

#### Actual Results of Evaluation

Methods course syllabi reflected partnerships with local districts as well as appropriate content for the subject. A variety of strategies were used by faculty to adequately prepare candidates for the classroom. Placements for interns were in quality settings to ensure quality experiences for candidates. Focus group sessions and other feedback sessions with stakeholders revealed that an area that needs improvement is candidate use of community resources in their teaching. A further area that needs to be addressed according to stakeholders is additional training for candidates in working with students with special needs.

#### Use of Evaluation Results

Quality settings will continue to be used for internship placements in preparation for candidates to become master teachers in their respective areas and to remain in the teaching profession.

In order to address the weaknesses cited by stakeholders, plans are being made to work with the Chamber of Commerce in helping students use community resources. Plans are also being made to partner with local teachers in getting candidates additional experiences in working with students with special needs.

#### Related Items

 **SP1.Ind08: Curriculum Development and Revision**

 **SP2.Ind02: Retention**

 **SP2.Ind03: Graduation Rate**

 **SP4.Ind09: Institutional review process / Accreditations/IE**

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 **SP5.Ind08: Area Priorities (Delta, IHL, or state)**

 **SP5: Improve the quality of life for all constituents**

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#### **FE 2013\_03: Leadership skills and collaboration**

**Start:** 7/1/2012

**End:** 6/30/2013

##### Unit Goal

To continue to increase leadership skills by working to improve collaboration and cohesiveness between elementary and secondary education programs by providing general information meetings each semester as well as providing TWS trainings throughout the year. Workshops for Praxis I, the PLT, and the elementary content area will be provided each semester. Resources and assistance will be offered to secondary faculty to conduct workshops in respective content areas for Praxis. (continuation goal)

##### Evaluation Procedures

Examine candidate exit surveys and run reports in Task Stream concerning Praxis pass rates. Examine course evaluations, training evaluations, and solicit formal and informal feedback from faculty through focus groups.

##### Actual Results of Evaluation

According to exit surveys and reports analyzed by program coordinators, candidates are better prepared for their respective programs for field experiences and for internship.

First - time pass rates on Praxis are continuing to improve. For example, in the largest teacher education program, elementary education, the first-time pass rates on the Praxis II PLT increased from 60% to 81%. The secondary programs have much smaller numbers of candidates and trends for first-time pass rates have not been established yet.

















All programs continue to work together for the common goal of attracting and retaining quality candidates for the teaching

profession.

#### **Use of Evaluation Results**

Workshops and general meetings concerning Praxis and other teacher education issues/requirements will continue to be held each semester. Trends concerning first-time Praxis pass rates will be established in coming semesters as number of candidates increase.

#### **Related Items**

-   **SP1.Ind02: National / Standardized Test Scores**
  
-   **SP1.Ind08: Curriculum Development and Revision**
  
-   **SP2.Ind02: Retention**
  
-   **SP2.Ind03: Graduation Rate**
  
-   **SP3.Ind08: Evaluations**
  
-   **SP4.Ind09: Institutional review process / Accreditations/IE**
  
-   **SP5.Ind08: Area Priorities (Delta, IHL, or state)**
  
-   **SP5: Improve the quality of life for all constituents**

## Section IV.a

### Brief Description

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

The Office of Field Experiences has the following responsibilities:

1. Screen and approve all candidates who request admission to Teacher Education;
2. Screen and approve all candidates who request admission to internship;
3. Coordinate with P-12 schools in the DAAIS consortium for the placement of teacher education interns, interns in the School Counseling program, graduate candidates doing practicum field experiences, student interns in the FCS Nutrition program, student interns in Child Development, interns in Athletic Training, and for placements for all school visits and observations prior to the capstone internship experience;
4. Provide training for cooperating teachers on expectations/responsibilities, including technology expectations associated with Task Stream to clinical faculty;
5. Provide training on Teacher Work Sample construction to teacher education majors and faculty;
6. Serve as a liaison between the College of Education and educational partners;
7. Maintain all records associated with field experiences and candidates in the teacher education program;
8. Maintain records with varied assessment data for teacher education candidates;
9. Serve as Certification Officer for Delta State University;
10. Provide licensure advisory for all candidates prior to admission to Teacher Education;
11. Provide licensure verification for current candidates and alumni of Delta State University;
12. Provide resources and workshops for Praxis examinations.

## Section IV.b

### Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

#### Office of Field Experiences Yearly Placements

Department/Division	Number of Placements											
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Field Experience Prior to Student Teaching	389	538	539	626	424	586	416	563	630	466	731	426
Student Teaching Internships	34	50	38	37	38	41	25	65	38	59	46	44
Dietetics and Nutrition Practicum Experiences	5	6	11	7	10	6	7	14	6	6	13	9
Child Development and Fashion Merchandising Internships	8	14	17	17	6	8	9	12	3	11	5	8
Counseling and Psychology Internships	25	23	39	48	23	24	15	14	17	16	13	15
Athletic Training Internships	14	13	20	18	19	25	15	14	10	16	4	9
Total Number of Placements Each Semester	475	644	664	753	520	690	487	674	704	558	812	511

**Total Number of Placements for 2009 - 2010 = 1210**

**Total Number of Placements for 2010 - 2011 = 1161**

**Total Number of Placements for 2011 - 2012 = 1262**

**Total Number of Placements for 2012-2013 = 1323**

Trend data indicates that since 2005, the total number of fall placements has not always been a steady increase. With the exception of spring 2007, the numbers of spring placements indicate an upward trend. Trend data also indicates that since spring 2007, the number of placements has been on a steady rise. The total number of student teaching internships for spring 2011 is the highest that it has been since this cycle of data reporting began in 2005. The spring 2011 interns included the first group of interns in the newly established elementary education program through Delta State University housed at Hinds Community College. It is expected that the number of student teaching interns will continue to be slightly higher than the norm due to this additional elementary education program. Presently, the total number of field experience placements continues to rise. Most classes in the College of Education and Human Sciences continue to require significant numbers of field experiences and focus on the quality of those experiences. The number of placements for 2011-2012 is higher than previous years, and the number of placements for 2012-2013 is the highest that it has been since this collection of trend data began. It is significant to note, again, that the fall number of placements is generally higher than the spring number of placements as not all methods courses requiring field experiences are taught during the spring semester.

## Section IV.c

### Diversity Compliance Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

N/A for the Office of Field Experiences



## Section IV.d

### Economic Development Initiatives and Progress

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

N/A for the Office of Field Experiences

## Section IV.e

### Grants, Contracts, Partnerships, Other Accomplishments

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

As always, the Office of Field Experiences has partnerships with a variety of school districts for field experiences and internship placements. The partnership includes districts all over the Delta and extends into other parts of the state as well. We have a close partnership with the DAAIS consortium, which includes 37 districts extending from DeSoto County to Madison County. The Office of Field Experiences has a partnership with a variety of districts within the Jackson area as well to accommodate interns in our Hinds 2+2 program including Hinds and Rankin County and Pearl School District.

## Section IV.f

### Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

N/A for the Office of Field Experiences

## Section IV.g

### Strategic Plan Data

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

N/A for the Office of Field Experiences

## Section IV.h

### Committees Reporting To Unit

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

N/A for the Office of Field Experiences

## Section V.a

### Faculty (Accomplishments)

Noteworthy activities and accomplishments

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

N/A for the Office of Field Experiences

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

N/A for the Office of Field Experiences

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Dr. Cheryl Cummins' noteworthy activities and accomplishment

1. Served as -Coordinator of the National Council for the Accreditation of Teacher Education (NCATE);
2. Served on the NCATE Steering Committ
3. Served as Task Stream coordinator for the College of Education and Human Scienc
4. Served as Program Coordinator for the Elementary Education program through December 20
5. Served as Task Force Chair for Grades of Incomplete (I) or In Progress (IP) at request of Provo
6. Served as Search Committee chair for Teacher Education Ch
7. Served as -Chair of the NCATE Unit Assessment Committee;
8. Served on the Process and Performance Review State Committ
9. Served on the College of Educat's Administrative Council;
10. Served as a member of the Teacher Education Council
  
11. Revised the Teacher Education Handbook for fall 2012 and spring 2013 to provide candidates, cooperati teachers, university supervisors, and faculty with written protocol for all forms, paperwork, procedures, etc. vital to the success of field experiences;
12. Updated the internship information to include all forms, paperwork, etc. in a digital format for interns candidates, university supervisors, and cooperating teachers;
13. Conducted cooperating teacher trainings on campus for teachers from districts accepting DSU interns during fall 2012 and spring 2013, and conducted cooperating teacher trainings in on campus and in Rankin County for teachers in those areas;
14. Conducted supervisor trainings on campus for university supervisors of interns during fall 2012 and spring 2013;
15. Conducted general information meetings for teacher education candidates, keeping them informed of updates, deadlines, licensure advisory, program advisement, Praxis exams, requirements for admission to teacher education and to internship, and other important information from the Mississippi Department of Education (MDE) and the Office of Field Experiences;
16. Coordinated data submission to MDE for the Annual Process and Performance Review;
17. Continued to monitor implementation of the Blue Ribbon Commiss's Redesign of Teacher Education for Delta State University;
18. Coordinated workshops and shared resources with candidates for different Praxis exams (Praxi - Reading, Writing and Math, and Praxis II for elementary content);
19. Provided a series of trainings on the Teacher Work Sample for secondary education majors and content methods instructors;
20. Served as Certification Officer for the College of Education to include the continued implementation of t online licensure process;
21. Attended professional meetings and conferences relevant to the Office of Field Experiences and Teach



Education;

22. Served on and am currently serving on dissertation committees as well as chairing a dissertati

23. Served on the College of Educat's Administrative Council (CEAC);

24. Served as a member of the Teacher Education Coun

25. Scholarly activities as in presentations/publications:

Specialized Professional Association (SPA) report written and submitted to Association for Childhood Education International (March, 2012).

Response to Conditions Report written and submitted to Association for Childhood Education International (March, 2013).

Griffin, L., Cummins, C., & Garrison, J. (2013). *Creating a Culture Shift for Assessment-Based Program Improvement: Lessons*

*Learned*. Proposal accepted for the National Institute on the Assessment of Adult Learning Conference, Atlantic City, NJ.

26. Professional service to the university and/or community included the followi

- Regional reading fair judge
- Delta Kappa Gamma
- St. Luke Methodist Church Children's Ministries Coordinator
- St. Luke Methodist Church Youth Advisor
- St. Luke Methodist Church Youth Council Member
- Margaret Green Junior High School Parent Teacher Organization
- Cleveland High School Parent Teacher Organization
- Cleveland High School Wildcat Booster Club

27. Additional Professional Development Endeavors/Projects/Trainings:

- Mississippi Department of Education (MDE) Process Review Training, September 2012
- Mississippi Association of Colleges of Teacher Education (MACTE) Retreat, October 2012
- NCATE retreat, October 2012
- Mississippi Statewide Teacher Appraisal Rubric (M-Star) training, February 2013
- College of Education Administrative Council (CEAC) retreat, May 2013

## Section V.d

### Position(s) requested/replaced with justification

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

N/A for the Office of Field Experiences

## Section V.e

### Recommended Change(s) of Status

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

N/A for the Office of Field Experiences

## Section VI.a

### Changes Made in the Past Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Changes made in the past year:

Recommended changes for the coming year(s):

## Section VI.b

### Recommended Changes for the Coming Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative